

## Standard V Program Report

Institution: **Whitworth University Master In Teaching Program**

**Dr. David Cherry, Director**

Date: May 20, 2009

**Dean: Dennis W. Sterner**

Signature Dennis W. Sterner

**What would be the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals?**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Content driven.</b> All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p>	<p>Both elementary &amp; secondary MIT candidates use the <u>Writing and Reading Workshop model</u> to practice how this structure assists in learning the complexities of Comprehension and Fluency instruction.</p> <p>WEB graphic with content specifics.</p> <p>MITs learn storytelling skills and provide evidence they have taught using this skill.</p>	<p>Students provide feedback to MITs about their progress in understanding the action strategies for comprehension and fluency with informal and formal self-assessment.</p> <p>Students provide specific “I can” reflective voice feedback to MIT’s instruction.</p> <p>Using the “culture-of-one” posters developed, a story is created and story boards are made.</p>
<p><b>B. Aligned with curriculum standards and outcomes.</b> All students know the learning targets and their progress towards meeting them.</p>	<p>Weekly, MIT candidates write reflective journaling (called: 3-2-1) about their learning and experiences with their classroom students.</p> <p><u>Teacher Work Sample</u> (TWS)</p>	<p>Students will provide self-assessment throughout unit that will provide feedback to MIT as to the usefulness, needed changes, suggestions, etc. of the unit. Students clearly articulate</p>

<p><b>C. Integrated across content areas.</b> All students learn subject matter content that integrates mathematical, scientific, and aesthetic reasoning.</p>	<p>#6: Three-week unit plan and individual lesson plan that are reviewed/observed by university supervisors include: Enduring understanding, essential questions, content integration activities, journaling, EALRs, GLEs.</p> <p>MIT candidates design and implement (spring 09) an integrated unit that contain GLEs for: social studies, mathematics, science, language literacy (cueing systems, comprehension, and fluency), storytelling, literature, and evidence of differentiated instruction.</p>	<p>the learning target for the unit or lesson.</p> <p>In cooperative learning settings, students explain to their peers the connections between two or more of the content areas.</p>
--	---	---

**What would be the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching?**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Informed by standards-based assessment.</b> All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p>	<p>TWS #5: Assessment Plan: Candidates use multiple assessment formats and approaches that are aligned with learning goals or enduring understandings. Student learning is assessed before, during, and after instruction. Formats include: selected responses, performance assessments, essay, and personal communications.</p> <p>Within the assessment design and lesson plan, there are consistent opportunities for <b>student reflective voice</b> both in formative and summative assessments. There must be a conference with students in which documentation is given of student understanding the relationship between assessment and the new learning target.</p>	<p>Students assess their performance and set personal learning goals based on the opportunity for consistent student reflective voice and conferencing with MIT candidate.</p>
<p><b>B. Intentionally planned.</b> All students benefit from standards-based planning that is personalized.</p>	<p>A primary focus in all methods courses is <b>differentiated instruction</b>. Candidates are required to show evidence that they can use developmentally appropriate grade level expectations, content, product and assessment. Evidence is provided in the 3-week unit that has as its basis differentiated instruction. Candidates are required to conduct action</p>	<p>The student participates in setting the next learning goals. The summary of conference(s) with student in which documentation is given of student understanding the relationship between assessment and the new learning target is documented. The use of student reflective voice is central in both the formative and summative assessment process.</p> <p>Students use a variety of learning strategies and can explain the effectiveness of their choice to MIT candidates.</p> <p>Students are asked to provide <b>student reflective voice</b> often within and at the end of any given lesson.</p>



	<p>-All candidates must show proficiency in: SmartBoard, Doc camera, United Streaming, Thinkfinity, Webquests, podcasting, PhotoStory, Blogging, Qwizdom, Inspiration.</p> <p>- Provide at least one product for each technology tool category.</p> <p>- Complete technology self-assessment – candidates show evidence how they connect the 3 (OSPI) tiers to teaching and student learning.</p> <p>Candidates provide links to web resources, and submit products on a CD.</p> <p>-Unit and lesson plan design requires the use of technology for instruction and evidence of student learning.</p>	
--	---	--

**What would be the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts?**

Criteria - <i>Evidence of teacher candidate practice reflect planning, instruction, and communication that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p><b>A. Learner centered.</b> All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p><b>B. Classroom/school centered.</b> Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p><b>C. Family/Neighborhood centered.</b> Student learning is informed by collaboration with families and neighborhoods.</p> <p><b>D. Contextual community centered.</b> All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<p>TWS #7: Classroom Management. Two courses focusing on A. One is during “Jan Term” - 3 week teaching experience in a diverse cultural classroom. Daily journals, demographics studied, “focus on the student” – research on specific students, self-assessments &amp; reflections. TWS #2: <u>Cultural Competence &amp; M/C Education</u>. A major theme of the program is <u>Character Education</u>. Culturally responsive teaching methods are incorporated into a 3-week unit plan.</p> <p>TWS #3: <u>School &amp; Community Culture</u>. “First Days” Assignment. The MIT candidate journals and documents specific examples showing an understanding of democratic principles exhibited in the classroom. The MIT candidates participate in student-parent conferences in November.</p> <p>Environmental sustainability is the overarching theme introduced during the orientation sessions for all new MIT candidates. The Primary text used in program is <u>Educating Citizens for Global Awareness</u>. Victor Nolet’s “Themes of Sustainability Literacy” are foundational</p>	<p>Candidates collect evidence through student journals, written notes and video tape to document that:</p> <p>1, Students are invited to communicate the development and maintenance of a learning community often, if not daily, most specifically in class meetings/sharing time.</p> <p>2. Students can communicate how the learning from a series of lessons connects with communities within and outside of the school.</p> <p>3. Students are able to be an integral part in the classroom. They participate in setting principles for building community; therefore, practicing democratic principles.</p> <p>4. Students have a voice in selecting an authentic sustainability project or issue for their class or school.</p>

	<p>pieces as units are developed.</p> <p>In the integrated elem. methods courses this is going to be the theme interconnecting content. Weekly focused journaling (titled: "3-2-1") related to being a responsible citizen and how their schools are/can sustain(ing) the environment. Candidates are required to participate in or initiate a sustainability project in their classrooms or building and report on activities and outcomes. Elementary candidates are trained in <u>Project Learning Tree</u> and develop an interactive science activity. State and local experts are invited to present projects currently in place or that could be incorporated.</p> <p>A Unit in one of the nearby tribal schools during Jan Term focuses on endangered animals in the state of Washington. Candidates facilitate student's collaboration with tribal leaders to find solutions to environmental related problems.</p>	<p>Student projects will form the basis for student based evidence in this Jan-term unit. The projects will vary depending on location and the issues that are identified.</p>
--	--	--

**What would be the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession?**

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
<p><b>A. Informed by professional responsibilities and policies.</b> All students benefit from a collegial and professional school setting.</p> <p><b>B. Enhanced by a reflective, collaborative, professional growth-centered practice.</b> All students benefit from the professional growth of their teachers.</p> <p><b>C. Informed by legal and ethical responsibilities.</b> All students benefit from a safe and respectful learning environment.</p>	<p>Part of the vision of the MIT program is being a member of the learning community. This community starts with peers in the program and extends to the buildings in which they intern for the entire year. Professional and personal dispositions are assessed as a peer and as a colleague in the school (Benchmark 1 and 2). This topic permeates every course taught in the MIT program. This is particularly the case in the foundational and conceptual courses all candidates are required to take.</p> <p>School-based reflective journaling every week, write logs, professional development logs, personal assessment in 11 intercultural communication skills. After every formal lesson taught while student teaching, candidate respond in writing to a “reflective guide.”</p> <p>All candidates complete TWS #10:Self-Assessment &amp; Professional Growth Plan. This TWS requires candidates to self-assess his/her teaching practices and students’ learning. These self-assessments are the basis to developing a draft PGP that will enhance teaching practices and improve student learning.</p> <p>All candidates are introduced to the OSPI WACS/RCW. Character education is a strand that is interwoven through the program. Legal and ethical issues are formally taught and candidates’ knowledge is assessed. Topics include: ethics of teaching; teacher and law, student and the law. District personnel directors are consistently invited to present to the candidates their perceptions of these areas. The MIT program requires all teacher education candidates to take the course titled: Student abuse and neglect.</p>